

**THE INFLUENCE OF USING WHOLESOME SCATTERING GAME
TOWARD STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT AT
THE 8TH GRADE STUDENTS OF SMP TAMANSISWA TELUK BETUNG
2019/2020**



A Thesis

Submitted as a Partial Fulfillment of Requirements S-1 Degree

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ABSTRACT

Writing is the ability to process what we are thinking towards the topic. Then, could write it with good content, grammatical sentence and also appropriate vocabulary in form of written text. Writing can be taught by using some strategies, one of them is by using game. In this research the researcher used one of games namely wholesome scattering. This game can be used as a strategy in teaching-learning writing in order to motivate students and encourage their activeness. The objective of this research was to find out whether or not there was significant influence of wholesome scattering game towards students' writing descriptive text ability of the eighth grade of SMP Tamansiswa Teluk Betung Bandarlampung.

The research methodology used was quasi experimental design. The researcher dealt with two classes namely experimental and control class. In the experimental class, the researcher used wholesome scattering game and in the control class, the researcher used teacher-centered approach. Each classes received pre-test and post-test. Post-test was used to measure the students' writing ability after the treatment while pre-test was used to measure the students' writing ability before the treatment. The population of this research was the eighth grade of SMP Tamansiswa Teluk Betung Bandarlampung consisted of 75 students in 3 classes. In determining the sample of research, the researcher used cluster random sampling technique. The samples of research were 2 classes VIII B and VIII C which consisted of 50 students. In collecting the data, the researcher used writing descriptive text test. The researcher analyzed the data by using independent sample t-test.

Based on the data analysis, it was obtained that t-test higher than $Sig \alpha 0.05$ ($1.35 > sig 0.05$). Therefore, there was significant influence of wholesome scattering game towards students' writing descriptive text ability at the eighth grade of the second semester of SMP Tamansiswa Teluk Betung Bandarlampung in the academic year of 2019/2020.

Keywords: *Wholesome Scattering Game, Descriptive Text, Quasi Experimental Design, Writing Ability.*



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DECLARATION

Hereby, I state this thesis entitled **“The Influence Of Wholesome Scattering Game Toward Students Ability In Writing Descriptive Text At The 8th Grade Students of SMP Tamansiswa Teluk Betung 2019/2020”** is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.



Bandarlampung,

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MOTTO

وَلَوْ أَنَّ فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ
اللَّهِ إِنَّ

اللَّهُ عَزِيزٌ حَكِيمٌ (٢٧)

“And if all the trees on earth were pens and the ocean (were ink) with seven oceans behind it to add to its (supply), yet you would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.” (QS. Luqman :27)¹

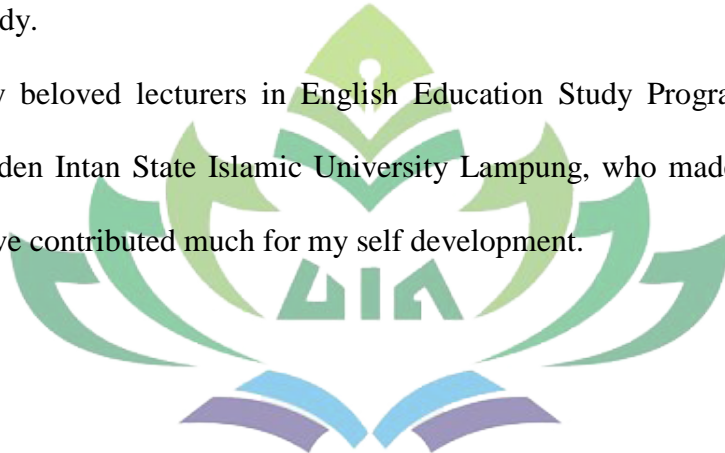


¹Abdullah Yusuf Ali, The Holy Qur'an Arabic Text With English Translation, New Johar Offset Printers, India, 2006, P.1219.

DEDICATION

From the deep of my heart, thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves me and keeps me everywhere and everytime.
2. My beloved parents, Mr. Jumangin and Mrs. Ismianah who always pray for my success. Thanks for all the best to me. I love them so much
3. My beloved all of my big family who have given me support and spirit for my study.
4. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and have contributed much for my self development.



CURRICULUM VITAE

The name of the researcher is Aulia Isma Dewi. She is called Aulia. She was born in Sendang Rejo on December 4th, 1997. She is the only child of the couple namer Mr. Jumangin and Mrs. Ismianah.

The researcher began her study at Elementary School of SDN 03 Sendang Rejo, Sendang Agung Lampung Tengah and graduated in 2009. Then she continued to Junior High School of SMPN 1 Sendang Agung and graduated in 2012. In 2015, She was graduated from at Senior High School of SMAN 1 Kalirejo. She decided to continue her study in English Education Department, Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung. In the seventh semester, the researcher had her KKN in Padan, Penengahan Lampung Selatan. After having KKN, She had her PPL in SMP Tamansiswa Teluk Betung.

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Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely

welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandarlampung, 2020

The Researcher,



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CHAPTER I INTRODUCTION

A. Background of the Problem

English as a foreign language is used across the country as a communication tool and has great functions in many aspects of life. English can also be separated from technological, scientific, economic and educational developments. Considering the features, Indonesian government has made English as one of foreign languages to be taught in school as well as in the university. By learning English it is hoped that students will get some benefits for their life.

There are four language skills of English to be taught in Indonesia, one of them is writing. Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.² Communication can be done in two ways; oral and written form. When someone cannot share their ideas through oral, the option of writing is recommended. Writing encourages thinking and learning. It motivates communication and makes the students able to write what they are thinking about. Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete.

In writing the students have to consider many things to build a good writing result. Writing is about expressing our ideas into sentence or

²Nunan, David. *Practical English Language Teaching*. (New York: Mc Graw Hill, 2003). p.88.

paragraph. As Harmer states that it needs ability to express our ideas into sentence or paragraph. Writing encourages students to focus on accurate language use because they think as they write; it may provoke development well as they resolve problems which writing puts in their mind.³In writing our ideas, we need sentence patterns, such as, simple present tense, simple past tense, passive voice, and we also must use correct punctuation, such as using capital letter in the first sentence then using full stop in the end of sentence, using commas when we mention much kind of things, etc.

In teaching and learning writing, the teacher must create situation to facilitate learning and then motivate students to have interest in what is being transmitted to them. Schlechty states that teaching as an art of introducing students to behave in ways that are assumed to lead to learning, including an attempt to induce students to so behave. Teaching being “an art” is that the teacher must create situations to facilitate learning and then motivate learners to have interest in what is being transmitted to them.⁴ It is clear that teacher must create something that will make students interesting in learning. It makes students able to receive and understand the material.

Generally, there are some problems in teaching writing and teacher has a role to overcome those problems. According to Meghan that knowing how children acquire writing skills at an emergent stage in their life is important for teachers to understand because it will help instruct their students in writing

³Harmer, Jeremy. *How to Teach Writing*. (England: Pearson Education, 2004).p.31-33.

⁴Schlechty A, *The Art of Teaching*, (New York: Prentice Hall, 2000),p.38.

and provide support to those students who struggle with writing.⁵ It means that, it is not easy to teach the students in writing. Teacher need to know students acquire writing skill and provide support for them who is assumes and have difficulties in writing.

Considering the quite struggle way in teaching writing, therefore teachers have to do an interesting way of teaching learning process in the class in order to get attention from their students and give motivation to write. Through right way, the students will be easier in mastering writing. At least, they will know what they want to write at the first until the end of paragraph. It is better for the teacher to make students have good ability in writing by mastering all of writing aspects; content, organization, vocabulary, grammar, and mechanic. So by having a good technique or strategy, the teaching learning process will be interesting.

Based on preliminary research at the eighth grade of SMP Tamansiswa Teluk Betung Bandarlampung that was conducted on January, 19th 2019. The researcher got the result of preliminary from an interview with English teacher and result of questionnaire. Firstly the researcher held an interview to English teacher who taught at the eighth grade of junior high school. She said that most of students got some difficulties in writing, because they have lack of

⁵Meghan Baggot, *Teacher Preparation and Practices of Writing Instruction*, (Educational Master St John Fisher College: Fisher Digital Publication, 2012), Available on http://fisherpub.sifc.edu/education_ETD_masters, p.6.

vocabulary. The students cannot organize paragraph well.⁶ From this interview, the researcher identified that the students have difficulties and they have lack of interest in learning writing. The teacher said that the students were often hard to organize each words to become a good paragraph in written form.

The English teacher at the school gave the data score of the eighth grade to the researcher. It can be seen that the students still lack in writing, and their scores were under the minimum mastery criterion. The students' score in writing can be seen on the table below:

Table 1
The Percentage of Writing Score at the Eighth Grade of SMP Tamansiswa
Teluk Betung Bandarlampung in 2019

NO	Class	Score		Number of Students
		≥ 70	< 70	
1	VIII A	8	17	25
2	VIII B	10	17	27
3	VIII C	2	21	23
Total		20	55	75
Percentage		26.67%	73.33%	100%

Source: The Score Data from English Teacher of SMP Tamansiswa Teluk Betung Bandarlampung

From the result above, it is clear that most of students face difficulties in writing ability. In VIII A there are 8 students who passed the minimum mastery criteria. In VIII B there are 10 students who passed the minimum mastery criteria. Meanwhile, in VIII C there are 2 students who passed it. It is not a good result because 73% of them cannot overcome their problems in

⁶Nyi. Susi Miesmeri, S.pd, *An English Teacher of the Eighth Grade at SMP Tamansiswa Teluk Betung Bandarlampung*, Interviewed on January, 19 2019.

writing. In fact, even the half of students did not mastering writing, because it is just 27%. But this result was not valid before the researcher gave questionnaire to the students.

Secondly, the researcher conducted questionnaire through some questions related to writing questions to the students in order to see the students' excitement in learning writing. The questionnaire consisted of specific questions which related to writing ability and the students answered "yes", "sometimes" or "no". Most of students answer "no" for the questions "do they like writing lesson". Based on questionnaire that the researcher conducted, the students have lack of enthusiast in learning writing, because they assume that writing is hard to be mastered.

The students answered that it was true that they got some difficulties in learning writing, because they do not like writing lesson. This skill seems hard to be mastered. The students also answered "yes" for the question about the difficulties in mastering the indicators of writing. In writing there are 5 indicators namely content, organization, vocabulary, language use and mechanic. All of these indicators much be achieved in order to judge that the students have mastered writing. From the result of questionnaire it is clear that the students have difficulties in learning writing skill especially in learning writing descriptive text, because they do not really like this material.

Reffering to these problems, the researcher concludes that the students at the eighth grade of SMP Tamansiswa Teluk Betung Bandarlampung have lack of vocabularies and cannot use them in written form, they have

difficulties in exploring idea to make paragraph, and the students have lack of enthusiast in learning writing. Therefore, the researcher will study more about students' enthusiast in learning writing. She would like to use a game in order to see whether or not it has good influence to the students' writing ability. Games are vital part of teacher's equipment, not only for the language practice but also for therapeutic effect they have.⁷ It means that game can be used in language practice and also it can be used as teacher's equipment in teaching.

Descriptive text is a recommend text for the learners who want to write fastly and easily. According to Anderson & Anderson descriptive text is a text which describes particular persons, things, or places.⁸ It means that descriptive text is a text of the English language to describe what things are or living things that we describe good as shit smell sound or the texture of the object or living creature. To create the descriptive text, our imagination and visualization must work because we need to describe particular persons, things, or places in specific ways. Descriptions gives a significant point of view because it transforms our feeling and extends our experiences.

To be able to write descriptive text well, the students need to be taught by using enjoy and interesting way. Game is one of effective ways which can be used in teaching English especially in writing. Game creates good situation in classroom. According to Grunskolla it is vitally important for teachers to

⁷Harmer, Jeremy. *Ibid.* p.101.

⁸Anderson, & Anderson. *Text Types in English*. (Australia: Macmillan, 2003).p.26.

create a positive learning environment, and to try to spark interest amongst their students both in foreign language and culture because that is important to a successful language learning process. Games help achieve these goals as they help satisfy the requirement of the national curriculum that language learning should be enjoyable for students.⁹ It means that game help students to make and sustain the effort of learning. Games provides language practice in the various skills-speaking, writing, listening, and reading. They encourage students to interact and communicate.

In this research, the researcher used wholesome scattering game. Hess states wholesome scattering game is a game that provide fun activity. The students, on occasion not only predict the content of the passage they are about to read, but also almost duplicate sentences which actually appear in it. The first of implementing of this technique is arranging the words in weird and unusual ways is fun and takes a quite a while.¹⁰ It means that this game is suitable for the teacher who want to teach the learner through fun activity and make them able to arranging words to become good paragraph.

There were some reasons why the researcher chose the wholesome scattering game as the game in teaching English. One of those reasons was because it could make the study process more easier, enjoyable, and give the new way to remember the material, especially in writing skill. Another reason because this game has been used by some researchers in previous study. This

⁹Adalnamskra Grunnskola, *The Use of Games in the Language Classroom*, (Haskoli Island: Menntavisindasvid, 2007),p.6.

¹⁰Hess, Natalie. *Head Stars*. (England: Longman Group Ltd, 1991).p.39.

study can be used as reference to motivate and to see how the wholesome scattering game works in teaching learning process.

The reason why the researcher use wholesome scattering game in teaching descriptive text is because this game appropriate in case of writing descriptive. This game allows students to follow the list of words that made by teacher, then the students are making sentence by following the list of words given. It is appropriate since the descriptive text itself needs spesific clue. Descriptive text is about the spesific description, that is why the students need some clue or words list to make their writing descriptive to become specific.

There are several studies related to wholesome scattering game and writing. One of them was conducted by Widodo Hami from Walisongo State Institute for Islamic Studies Semarang in the thesis entitled “Improving Students’ Writing Ability through Wholesome Scattering Game at the Eighth Grade of MTs SunanAmpelPatean Kendal on 2010/2011”.¹¹ The second study was conducted by Ni’matulMaula. She conducted a research entitled “Teaching Writing through Wholesome Scattering Game at SMP “PLUS” Assyafa’ah Karanggede”. Wholesome scattering game in the thesis in students’ writing descriptive text at eight grade is improved significant after implemented better.¹² The third study was conducted by Mira Sartika. She did

¹¹Hami, Widodo. Improving Students’ Writing Ability in Writing Descriptive Text at the 8th Grade of MTs SunanAmpelPatean Kendal, 2010.

¹²Maula, Ni’matul, Improving Students’ Writing Skills Through Wholesome Scattering Game of the Eighth Grade Students of SMP “PLUS” Assyafa’ahKarang Gede, 2018

research entitled “The Effect of Wholesome – Scattering – Game on the Ability of the First Year Students of SMAN 12 Pekanbaru in Writing Descriptive Texts”. Wholesome scattering game is a technique for teaching that gave a good effect on the ability of the first year students of SMA Negeri 12 Pekanbaru in writing descriptive text.¹³ All of previous studies have been conducted by some researchers and all of them used wholesome scattering game. This game used as a strategy in teaching and learning, and it was effective. It means that wholesome scattering game is useful and has good effect on teaching-learning.

Based on those three researchs, there are some differences between previous studies and this research. The differences on first study can be identified on the aim of research. It was aimed on improvement by using cycles and there will be 2 classes with no cycles. The second study was also similiar to the first, it was aimed on implementation of wholesome scattering game to become succeed. The last study used classroom action research in the research design. It has differences because in this research, the researcher will teach the students in two classes: experimental and control class. This research aims to prove the hypothesis, while previous studies aimed to solve the students’ problem in teaching learning.

¹³Sartika, Mira. *The Effect of Wholesome – Scattering – Game on the Ability of the First Year Students of SMAN 12 Pekanbaru in Writing Descriptive Texts*. (Riau University, English Study Program Language and Arts Department Faculty of Teachers Training and Education: Unpublished, 2016).

Referring to the explanation above, the researcher wanted to find out the result whether or not the wholesome scattering game could influenced the students' writing ability. Therefore, the researcher conducted a research entitled "The Influence of Using Wholesome Scattering Game toward Students Ability in Writing Descriptive Text at the Second Semester of the Eighth Grade of SMP Tamansiswa TelukBetung Bandarlampung in Academic Year of 2019/2020".

B. Identification of Problem

Based on the background of the study above, the researcher identified some problems as follows:

1. Most of students got difficulties in writing.
2. The students have lack of vocabulary, so they found it hard to write.
3. The students cannot organize the paragraph well.

C. Limitation of the Research

In this research, the researcher focused the research only on finding influence of using wholesome scattering gametowardstudentswriting descriptive text ability. The focus of text was about the description of person. It has been chosendue to syllabus at the eighth grade of SMP Tamansiswa Teluk Betung Bandarlampung and based on the procedure of wholesome scattering game itself.

D. Formulation of the Problem

Based on the identification and the limitation of the problems, the researcher formulated the problems as follow: “Is there any influence of using wholesome scattering game toward students writing descriptive text ability at the eighth grade of SMP Tamansiswa Teluk Betung Bandar Lampung?”.

E. Objective of the Research

The objectives of this research is was to find out whether there was an influence of using wholesome scattering game toward students writing descriptive text ability at the eighth grade of SMP Tamansiswa Teluk Betung Bandar Lampung.

F. The Use of the Research

The result of the study is expected to give some benefits to the researcher and the reader as general. The benefits are as follows:

1. Theoretical Benefits

Theoretically, this research provides writing and game knowledge. In other words it has function to give an information about the new way in teaching English especially in writing. By this research, the researcher or even the further research will read and learn how to improve students writing ability by using wholesome scattering game. And then, this research can be used as a reference for the next researcher who want to conduct the same game in teaching writing.

2. Practical Benefit

Practically, this research provides new experiences in teaching writing of English descriptive text especially in Junior High School level. Both teacher and learner will follow the instructions of wholesome scattering game. This game allows students to think creative and exploring idea widely. By this game, the students are easier in making paragraph or even stories, because their mind is full of joy while learning.

G. Scope of the Research

The scope of the research were as follows:

1. Subject of the Research

The subject of this research was the students of the eighth grade of SMP Tamansiswa Teluk Betung Bandarlampung.

2. Object of the Research

The objects of this research was the students writing ability, especially in writing descriptive text about person.

3. Place of the Research

This research was conducted at SMP Tamansiswa Teluk Betung Bandarlampung which located in Jl. W.R Supratman, No.74, Kupang Kota, Tlk Betung Utara, Bandarlampung.

4. Time of the Research

This research was conducted in academic year of 2019/2020.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Writing

1. Definition of Writing

Communication can be done in two ways: oral and written form. When someone cannot share their ideas orally, then written form is the solution. To be able to write well, someone needs to master writing. As states by Gaith in Yuniarti that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning. It motivates communication and makes thought available for reflection when thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.¹⁴ It means that writing is a process which makes writers able to explore their idea widely and it is such a tool of communication if we cannot do it orally.

Writing is widely used within foreign language courses as a convenient means for engaging with aspects of language other than the writing itself.¹⁵ It means that, writing is very important to teach by the educator. It has to pass many stages to produce a good written. One of them, the learners have to understand clearly the organization of the text in order to the arrangement of the paragraph will not out of the topics sentences.

¹⁴Dwi Yuniarti, *The Effectiveness of Picture Word to the Students' Writing Ability*. (FKIP UMP), 2015.p.6. Retrieved on October, 9 2019 at 9:52pm from <http://www.google.com/writingability>.

¹⁵Ur, Penny. *A Course in Language Teaching*. (Cambridge: Cambridge University Press, 1991). p.162.

Writing is an extreme act of attention and memory; it pleads with your brain cells to make a new connection.¹⁶ On the other word, it needs a hard and smart work of thinking in the process of learning writing skill. This occurs the students' assumption that learning writing skill is very hard to learn. It is one of the difficulties for them. In addition, the teacher applies inactive learning, so the students are bored and they need a motivation to attend enthusiastically the learning process. Indeed, there are the different reason for writing in the foreign language classroom, as explained more by Wright they are:

- a. We can see, very readily, the learners' proficiency level: what language items the learners can use correctly and what mistakes they make. This is the traditional and still useful role for writing.
- b. Many who are visual learners need to write in order to engage their way of learning. They need to see the language. Writing with this purpose means that it is relevant even for learners who take no written examinations.
- c. Learners can be made aware of the many different purposes for writing in society: describing, narrating, advising, etc.¹⁷

Based on the theories above, the researcher concludes that writing is one of the skills that need an understanding of grammar and vocabularies mastery. It is aimed to produce the sentences or a text effectively and well.

¹⁶Morley, D. *Understanding Computers: Today and Tomorrow*. (Boston: Cengage Learning, 2011). p.8.

¹⁷Wright, W. *Communication in Small Groups: Theory, Process, and Skills*. (Boston: Cengage Learning, inc, 2009). p.58

Learners need a motivation from teacher to learn writing, because writing is quite hard to be learned. Teacher should give purpose in teaching writing, so that the learners are more directed.

2. Writing Ability

After discussing about the meaning of writing itself, then we are moving to what the writing ability is. According to Cakrawati writing ability is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing.¹⁸ It means that writing ability can be defined as the steps of writers to write what they want to write. Writers must be mastered writing ability, in order to make them to be good writers.

It supported by Mclever in Cakrawati that writing ability is a recursive process, which means students revise throughout the process, frequently moving back and forth among stages. Then, students should learn strategies invention and discovery, and teacher should help students generate content and discover purpose.¹⁹

It means that writing ability is a process when students write, revise, or even rewrite their thought into written form. They must be followed the stages in writing ability, in order to make their arrangement become good and appropriate to the topic. The teacher will guide them to write well in gaining the goal of writing ability.

¹⁸Cakrawati TD, *The Difference on Students' Writing Skill between those who are Taught Using Communicate Cartoon Movies and Those are Taught Without Using it*, (Yogyakarta: UNY), 2012,p.13. Retrieved on October, 9 2019 at 10:06pm from <http://eprints.uny.ac.id>.

¹⁹*Ibid.*

From the theories above, it is clear that writing ability needs cognitive abilities in recognizing some segments of languages to produce a qualified writing, because writing ability involves meaningful segments of language: words, sentence, grammar, and how to transfer those segments into written form.

3. The Purpose of Writing

Purpose is an aim of something, in this case there are some purposes of writing such as to express ideas, conveying message to the reader, and enriching knowledge about how to make good and structural composition of writing. According to Ur, the purpose of writing in principle is the expression of ideas, the conveying of message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing difficulties of writing²⁰. It means that writing has functions such as to express ideas, conveying message, and can be used for arguing some passage with our own ideas.

In addition Harmer states that writing skills provide step-by-step instruction in the foundational skills needed by students to become good writers, including grammar, sentence structure, paragraph composition, mechanics and usage, and transcription.²¹ It means that to become a good writer, we need to master grammar, sentence structure (organization), content,

²⁰Ur, Penny. *Op.Cit.* p.163.

²¹Harmer, J. *How to Teach Writing*. (England: Oxford Pearson, 2004). p.15.

mechanics, and language features. It is a must for us, because there will be no good arrangement without mastering the indicator of writing.

Based on the theories above it is clear that writing skills help build fluency and confidence and provides a variety of strategies and opportunities to apply them. It is ideal for differentiated instruction and can serve as a comprehensive writing program in general classrooms, inclusion classrooms, and specialized settings.

4. Process of Writing

As the explanation of a Hyland's book that the process approach to writing teaching emphasize the writer as an independent producer of texts, but it goes further to address the issues of what teacher should do to help learners perform a writing task. In addition, the process of writing is a rich amalgam of elements of which cognition is only one. Process writing is a way of looking at what people do when they compose written text. As we know that, there are some stages that will be prepared.²² It means that there are some stages in the process of writing. In order to become a good writer, it is a must for us to follow the rules in the process of writing. Writer should prepare the material before writing, so that the process of writing will be easy.

Harmer states that there are some stages in writing skill such as planning, drafting, editing, and final revision. They can be described as follows:

²²Hyland, K. *Teaching and Researching Writing*. (Britain: Pearson Education Limited, 2003). p.10-13.

1. Planning

Experienced writers plan what they are going to write. When planning, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, and also the choice of language, it is formal or informal. Thirdly, writers have to consider the content structure of the piece – that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

As the writing process proceeds into editing, a number of the draft may be produced on the way to the final version.

3. Editing (Reflecting and Revising)

More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual meaning and grammatical accuracy. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably

changed in the editing process. But the writer is now ready to send the written text to its intended audience.²³

Based on the explanation above, the researcher concludes that there are four stages in writing: planning, drafting, editing, and final revision. Planning is about preparing the material and knowing the function of writing. Drafting is selecting the material and put in in draft, in order to make it easier what should be written firstly, secondly, ect. Editing is checking again the writing composition and see whether or not there is mistake. Final revision is the final stages, in this stage the writer check all of the composition and the content on the writing composition.

5. Teaching Writing

Teaching writing is the process between a teacher and students to get interaction. A teacher must deliver the material clearly in teaching writing, so that the students would not confuse. Brown states some process approaches to writing as follows:

- 1) Focus on the process of writing that leads to the final written product.
- 2) Help student writes to understand their own composting process.
- 3) Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
- 4) Give students time to write and rewrite.
- 5) Place central importance on the process of revision.
- 6) Let students discover what they want to say as they write.

²³Harmer, J. *Op.Cit.* p.4-5.

- 7) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer to intention.
- 8) Encourage feedback from both the instructor and peers.
- 9) Include individual conferences between teacher and student during the process of composition. In this research, the researcher focuses on the students' process and product of the writing. It involves the teacher to explain and guide the students in the teaching-learning process. In order for the students to understand the components of writing and can write what their idea effectively and organizing.²⁴

Based on the explanation above, the researcher concludes that there are nine processes of approach in teaching writing. These all could be used by the teacher to lead and manage the class to become well. The teacher also should give a clear description about the purpose in teaching writing and give the students time to free write or rewrite their writing in order to make teaching writing effectively.

6. Principles of Teaching Writing

Principle is such a rule in teaching writing. It is about how a teacher understands the condition of teaching and learning in the classroom. By understanding this, the process of teaching-learning could be effective. According to Nunan there are some principles for teaching writing as follows:

1. Understand your students' reasons for writing. The greatest

²⁴Brown, H.D. *Teaching by Principles: Interactive Approach to Language Pedagogy*. (New York: San Francisco State University, 2001). p. 335-336.

dissatisfaction with writing instruction comes when the teacher's goals do not match the student's, or when the teacher's goals do not match those of the school or institution in which the student works. It is important to understand both and to convey goals to students in ways that make sense to them.

2. Provide many opportunities for students to write. Writing almost always improves with practice. Evaluate your lesson plans: how much time is spent reading or talking about writing, and how much is spent actually writing? Practice writing should provide students with different types of writing as well. Short responses to a reading, journal entries, letter writing, summaries, poetry, or any type of writing you find useful in your class should be practiced in class.
3. Make feedback helpful and meaningful. Students crave feedback on their writing, yet it doesn't always have the intended effect. If you write comments on students' papers, make sure they understand the vocabulary or symbols you use. Take time to discuss them in class. Be cautious about the tone of your comments. The margins of a paper are small and can force you into short comments. When writing short comments, we tend to leave out the words that soften our message. Finally, feedback should not entail "correcting" a student's writing. In order to foster independent writers, you can provide summary comments that instruct students to look for problems and correct them on their own. So, instead of adding an -s to the end of every first person present tense

verb, a comment at the end might say.

4. Clarify for yourself, and for your students, how their writing will be evaluated. Students often feel that the evaluation of their writing is completely subjective. Teachers often hear, “I just don’t understand what you want.” One way to combat that feeling is to first develop a statement for yourself about what is valued in student writing, either in your classroom or in your institution as a whole. Some questions you might ask are:

1. On a scale of 1–10, how important is creativity, or originality of ideas?
2. On a scale of 1–10, how important is following a particular written format (such as a research report, book report, letter, etc.)?
3. On a scale of 1–10, how important is grammatical accuracy?
4. On a scale of 1–10, how important is it that the assignment includes recently taught material?
5. On a scale of 1–10, how important is accuracy in spelling and punctuation?²⁵

Based on the principles above, it can be concluded that there are some rules in teaching writing such as the teacher should understand students’ reasons for writing, provides many opportunities for students to write, makes

²⁵ David Nunan, *Op Cit*, p.92-94

feedback helpful and meaningful, and clarifies the students, how their writing will be evaluated. These steps are the process of a teacher to teach writing, by following these the teacher could run the teaching and learning process as good as it is expected and could gain the indicator of writing itself.

7. Teachers' Role in Writing

Teaching is about teach and guidance the learners. The most important reason for teaching writing because it is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements – and increasingly, how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph construction etc.)

All of them, the teacher just has three effective roles in teaching writing subject. According to Harmer below the role of a teacher in writing subject:

a. Teacher as Motivator

The teacher will motivate the students where they are involved in creative writing activity it is usually the case that some find it easier to generate ideas than others.

b. Teacher as Resource

In this teachers' roles should be ready to supply information and language where necessary.

c. Teacher as Feedback Provider

Teachers give feedback on writing task special care, where is that offering correction teachers should choose what and how much to focus on based on what students need at this particular stage of their studies, and on the tasks they have undertaken.²⁶

Based on the explanation above, the researcher concludes that teachers should be a guide in teaching writing and, on the contrary, students need more explanation what has to be written and how they can write the sequences of ideas and can't come out of the topics. In this research, the teacher combined the three roles, as explained, in the teaching writing process.

B. Definition of Game

In general game can be defined as a structured form of play, usually uses for enjoyment and sometimes used as an educational tool. It is an activity that involving skill, knowledge, or chance in which players follow fixed rules and try to win againsts an opponent or to solve something. It supported by Noemi that a game is a physical or mental contest played according to specific rules, with the goal of amusing or rewarding the participant.²⁷ It means that game has some rules and it usually uses for enjoyment and can be for educational tool.

²⁶Harmer, J. *Op.Cit.* p.261-262.

²⁷Pena Miguel Noemi, *Educational Games for Learning*, (Bilbao, Spain: Horizon Research Publishing, 2014), Universal Journal of Educational Research 2 (3), p.230.

Wright states that games help the teacher to create context in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provide one way of helping learners to experience language rather than merely study it.²⁸

It means that game can be used in teaching learning process which means for helping students' to learn enjoyable and create good atmosphere in the classroom. When the situation of the class is calm enough, the students will be relaxed to learn and the material will be delivered fastly. Games also provide information, they have their own characteristics which can be taught to the learners.

Furthermore, Grunskolla states there are a number of reasons that games deserve a place in the language classroom as follows:

1. First of all, they are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest.
2. Second, games also play a big part in helping participants build relationships, and to feel equal. Playing games in classroom can also help create a friendly and positive atmosphere where set arrangement can differ from game to game, and thus helpful in keeping an exciting learning environment.

²⁸Wright. *Op.Cit.* p. 2.

3. The last is language students need to be emotionally involved, meaning they need to feel something while they are exposed to the language. Strong emotions, such as happiness, excitement, amusement, and suspense allow students to feel positively about their learning situation and are therefore likely to have positive effect on language learning.²⁹

From the explanation above, the researcher concludes that game can be a good strategy when teaching various subjects because they are very likely to spark interest amongst students. They can be used with students of all ages. Games are good for shy students and students with low confidence, and that applies specially when playing takes in smaller groups because they get a chance to speak in front of fewer audience instead of having to express themselves in front of the whole class.

1. Wholesome Scattering Game

Wholesome scattering game is one strategy that was put forward by Natalie that in this activity, students, on occasion not only predict the content of the passage they are about to read, but also almost duplicate sentences which actually appear in it.³⁰ It means that wholesome scattering game is a game which ask the students to duplicate words and then making sentence based on those words. In this case, the teacher need to prepare the material before teaching, because this game cannot be used directly. There must be a

²⁹ Adalnamsska Grunskolla, *Ibid*, p.7.

³⁰ Natalie, H. *Head Stars*. (England: Longman Group, Ltd, 1991). p.39.

preparation. Wholesome scattering game is a good game and can create fun activity, it will make learners enjoy.

In this case, the researcher chose Natalie's theory as the main theory of wholesome scattering game. It is because, this theory has been put in all of previous studies which means that this theory is accurate enough to be used. Most of previous studies were adapted Natalie's theory and they were succeeded in their research, so there was no hesitate for the researcher to use it too. The researcher was also put Natalie's theory in this research, but it was not the only one theory, the researcher was also found some supporting theories of wholesome scattering game as follows:

Nisa states wholesome scattering game is a game which learners are given some keywords from a text, they should arrange those keywords in unusual or weird shape, and they should make sentences to create a good text from those keywords.³¹ It means that wholesome scattering game is appropriate to be taught in writing skill, because it provides some keywords, then those keywords will be used as a key to lead the students in arranging their writing composition.

According to A journal of UMG that wholesome scattering has some advantages as follows:

³¹Kamilarun Nisa, *Wholesome Scattering Game as a Technique for Teaching Descriptive Writing to the Seventh Graders of SMP Sunan Giri Menganti, Gresik*, (Surabaya: Online Journal of English Department Faculty of Language and Arts State University of Surabaya Vol 3 No.2, 2015), Available on <https://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/12378>.

1. Wholesome scattering game can help the students to imagine the ideas the develop sentence based on the keyword that have been given.
2. The students can easily develop their ideas become a good paragraph.
3. Wholesome scattering game will make the students enjoyable, creative, easy, and memorable about the material especially in writing skill.³²

Although wholesome scattering game has advantage, there still have some disadvantage as follows:

1. The teacher needs more time to collect and prepare the key words appropriate for material before teaching and learning process.
2. Students are limited by the key words that have been given by the teacher, in organizing sentences.³³

From the theories above, the researcher concludes that wholesome scattering game is a game that suitable in writing case. It is a game that consists of some benefits such as fun, enjoy, and memorable. The first of implementation of this game is arranging the words in weird and unusual ways is fun and takes a quite a while. The teacher has to prepare before conducting this activity. It is about choosing twelve to sixteen keywords from the text which will read in the class.

2. Procedure of Wholesome Scattering Game

Based on Natalie that there are some procedures for implementing wholesome scattering, as follows:

³²A *Journal of Teaching Writing through Wholesome Scattering Game*, 2011, Retrieved on September 17, 2019 at 10:39pm from <https://eprints.umg.ac.id.pdf>.

³³Widodo Hami, *Op Cit*, p.24-25.

- 1) Ask three to five students to come to the board. Their task is to write down words you dictate. (in a good class, ask a student to dictate). Each student writes each word so that each word is written as many times as there are students at the board. They scatter these words at random all over the board, and try to arrange the words in unusual ways. Some will be written horizontally, other vertically, others in shapes, others upside down. Do not comment on spelling at this stage. Some students will change their spelling as they observe how the student next to them has spelt a word or as they are corrected by others in the class.
- 2) While the students at the board are doing this, those at their seats can produce their own arrangements of the words either on paper or in notebooks.
- 3) When you have finished dictating the words, the students who are at the board return to their seats.
- 4) Ask if anyone in the class thinks they have produced a particularly unusual arrangement of the words. If there are volunteers, ask them to display their arrangements.
- 5) Go over the words on the board, eliciting correct spelling and meaning.
- 6) Ask the students, in pairs, to write as many sentences as possible using the words on the board. They should try to put more than one of the words in each sentence. Tell them that they have only three minutes for this.
- 7) Stop them when the time is up and ask pairs to tell you how many sentences they have succeeded in writing.
- 8) Ask each pair to read out its best sentence.
- 9) Ask the class to predict the content of the text they are about to read.³⁴

Based on the procedure stated by Natalie above, the researcher then modified the step of learning through wholesome scattering game, in order to make it more interesting and easy to be taught. Below the procedures which has been modified by the researcher:

1. The teacher asks students to come on board and write down words that had been dictated (the students scatter these words at random all over the

³⁴Natalie, H. *Cited*, p.40

board, and try to arrange the words in unusual ways. Some will be written horizontally, other vertically, others in shapes, others upside down).

2. The teacher asks the students who write words on board to back in their seats.
3. The teacher is correcting the words on board, including the spelling, etc (to make sure whether it is correct).
4. After the words on board had been clarified by teacher, then the students are asked to make group in pairs and writing as many sentences as possible using the words on the board (the teacher gives students time for this activity).
5. The teacher asks other students to produce writing descriptive arrangements of the words from the board (in this case, the words are related to the descriptive text about person such as character, body, hair, job, etc).
6. The teacher asks students (in pair) to tell their arrangement about how many sentences they have written during the time given.
7. Then the teacher asks students to read their best sentence in their writing.
8. The teacher asks to predict the content of the text they are about to read.

From the procedures above, the procedure of wholesome scattering game had been modified by the researcher that is related to the teaching and learning writing descriptive text. It is similar to the first procedure which stated by Natalie, but in this case the researcher modified the words list on board, and the writing time.

The words list on board that dictate by the researcher and written by students are the words that related to descriptive text, such as the character of someone, including their body shapes, hobby, job, etc. And also in this case, the researcher had been modified the writing time, in Natalie's procedure, she states 3 minutes for students to write, but the researcher modified it to become 30 minutes, because it is impossible for students to write arrangement in 3 minutes. Moreover, in this research the researcher taught the students at the Junior high school level, so that they need to give more time in writing.

The implementation of wholesome scattering game could influence the students in learning writing descriptive text because the words list given are about descriptive text, the students will just follow these words in their arrangement of writing. It makes them easier in writing. It could be effective, because students do their writing steps by steps and following the words list, so their arrangement would not mess.

The researcher believes that the process of teaching and learning writing will be more interesting, because these procedures relates to the current curriculum. The students will fun in learning and they could catch the material faster. It makes them easier in exploring their idea when the teacher asks them to write.

C. Teacher-Centered Approach

The name given to such instruction has varied. Terms like “active teaching” and “explicit instruction” were used from time to time. Such

phrases conveyed the image of teachers on their feet in front of the room with eyes open, asking questions, making points, gesturing, writing key ideas on the board, encouraging, correcting, demonstrating, and so forth. The role of teacher is obvious and explicit and tied to clearly identified content or skills. In other words, teacher-centered is kind of approaches or instruction which most of instructions create by the teacher. The students' role will just pay attention and do what the teacher asked.

It supported by Mark that teacher-centered instruction has again and again proven its value in studies that show it to be an especially effective instruction method.³⁵ It means that teacher-centered is good to be applied in teaching learning process, because it has been proven. Which means the instruction of teacher-centered is effective.

Duckworth states teacher-centered learning actually prevents students' educational growth.³⁶ It means that teacher-centered has been dominant in education. In a tradition classroom, students become passive learners, or rather just recipients of teachers' knowledge. Teachers make all decisions concerning the curriculum, teaching methods, and the different forms of assesment.

Teacher-centered learning can be described as students passively receive information , emphasis is on acquisition of knowledge, and teacher's

³⁵ Mark C Schug. *Teacher-Centered Instruction: The Rodney Dangerfield of Social Studies*.Retriviedon September, 24 2019 at 9:38pm from: http://www.google.com/teacher_centerinstruction5.com.

³⁶Duckworth E. *Helping Students Get to Where Ideas Can Find Them*. 2009. The New Educator, 5(3). p.185-188. Retrivied on September, 24 2019 at 9:46pm from <http://www.european-science.com/jaelt>.

role is to be primary information giver and evaluator. There is no room for student's personal growth. While learner-centered language teaching has been advocated in higher education in recent years, teacher-centered teaching styles may be still dominant in actual practice.³⁷ It means that teacher-centered can be said more effective than learner-centered language teaching.

From the explanation above, the researcher concludes that teacher-centered is defined as a belief that attention to the nature of learners should be central to all aspects of language teaching, including planning teaching, and evaluation. It is kind of method in teaching which the teacher is in the center of teaching and learning process. Teacher-centered is a teaching style in which instruction is closely managed and controlled by the authority of the classroom. This has been proven effective in its application.

1. The Procedure of Teacher-Centered

According to Rosenshine & Stevens below the teacher-centered instruction:

- 1) Open lesson by reviewing pre-requisite learning.
- 2) Provide a short statement of goals.
- 3) Present new material in small steps, with students practice after each step.
- 4) Give clear and detailed instructions and explanations.

³⁷Huba, M & Freed, J. *Teacher-Centered vs Learner-Centered Paradigms*. 2000. Retrived on September, 24 2019 at 9:56pm from <http://assessment.uconn.edu/docs/TeacherCenteredVsLearnerCenteredParadigms.pdf>.

- 5) Provide a high level of active practice for all students.
- 6) Ask a large number of questions, check for understanding, and obtain responses from all students.
- 7) Guide students during initial practice.
- 8) Provide systematic feedback and corrections.
- 9) Provide explicit instruction and practice for seatwork exercises and, where necessary, monitor students during seatwork.³⁸

2. The Advantages of using Teacher-Centered

Below some advantages of using Teacher-Centered:

- 1) It implies high degree of teacher direction and a focus of students on academic tasks.
- 2) Teacher handled all of the instructions.³⁹

3. The Disadvantages of using Teacher-Centered

Below some disadvantages of using Teacher-Centered:

- 1) Teacher must be able to explain everything related to the material.
- 2) Students have no role to be active, they will just receive the material with no exploring.
- 3) The teaching-learning process could be only in short time, so that the students may still confuse.⁴⁰

³⁸Rosenshine & Stevens R, *Teaching Functions: Handbook of Research on Teaching*, (New York: MacMillan Publishing Company), 1989,p.376-391.

³⁹Mark C Schug. *Op.Cit.*

D. Descriptive Text

A text is any object that can be read, whether this object is a work of literature, a street sign, an arrangement, style of clothing, etc. There are many functions of text such as to entertain, to describe, to persuade, or to report an issue. These texts are learned by the students based on their grade. The higher their grade, the harder kind of text they will learn. In junior high school level, there are texts which are learned by the students. Descriptive text is one of them.

According to Mukarto in Turfina that descriptive text is used to describe a particular person, place, or things. The generic structure of descriptive text are as follows:

1. Identification: introduction of thing, place, or person to be described.
2. Description: descriptions of the parts, qualities, and characteristics of the thing, person, or place being discussed.⁴¹

Descriptive text uses relation verbs “to be” and “has/have”.

Examples:

- a. Samuel Rizal is a famous actor.
- b. He has very short hair.

These sentences are in the simple present tense.

- a. Nouns

⁴⁰Parwati, A Rani. *Pergeseran Peran Guru dari Pembelajaran Tradisional ke Pembelajaran Modern*. A Journal retrieved on September, 24 2019 at 10:21pm from <http://arirani.Parwati.blogspot.com/2013/03/pergeseran-peran-guru-dari-pembelajaran.html>.

⁴¹Andiyani, Turfina. A thesis: Teaching Writing on Descriptive Text for the First Grade of SMPN 03 Mojogedang Karanganyar in the Academic Year of 2014/2015. (Surakarta: Unpublished, 2015). p. 25. Accessed on August, 20 2019 at 0:21am.

They are found in (1) the topic of description: a classroom, and (2) the parts of the classroom: doors, windows, tables, pictures, chairs, and walls.

b. Adjectives

They are used to describe the characteristics of the topic and the parts. Their characteristics can be the size (big), color (brown), or the quality (clean). For example: the adjective “big” and “clean” describe the classroom. The adjective “brown” describes “the doors” and “the windows”.

Vocabulary for describing someone, such as:

- 1) *Tall, short, big, thin, fat, slim.*
- 2) *Hair, face, nose, cheeks, mouth, lips.*
- 3) *Curly, straight, long, short, wavy, black, grey.*
- 4) *Oval, round, pointed, flat.*

c. Language focus:

- 1) *Verb be : is, am, are*
- 2) *Verb have : have, has*
- 3) *Verb do : do, does*
- 4) *Simple present tense*

d. Nouns phrases

There are combination of adjective and nouns. (e.g: *big and clean classroom, two brown doors*).

Hammond, et.al explains about descriptive text as below:⁴²

Social Function	Schematic Structure	Significant Grammatical Pattern
To describe a particular person, place, or things	<p>Identification: identifies the person, place or things to be described</p> <p>Description: describes parts, qualities, characteristics.</p>	<p>Focus on specific rather than generic participants.</p> <p>Simple Present tense.</p> <p>Verbs of being and having.</p> <p>Use of descriptive adjective to built up long nominal group.</p>

From the explanation above, the researcher concludes that descriptive text is a text which is used to describe a particular person , place, or things. It consists of two schematic structure namely identification and description. This text has some characteristics focus on specific than generic participants, it uses simple presents tense, it uses verb of being and having, and it uses of descriptive adjectives to build up long nominal groups.

1. Writing Descriptive Text

As we know that descriptive text is a text to describe something such as person, place, or thing. So, it normally takes on three forms, they are; descriptive of people, places, and things. In this research, the researcher will

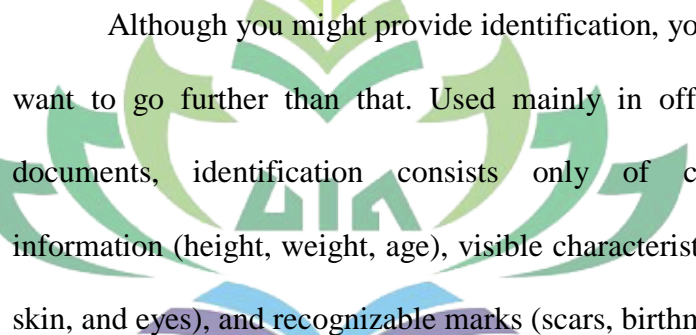
⁴²Hammond, et.al. *English for Social Purposes*. (Sidney, Australia: Macquaire University, 1992). p. 78.

focus on the description of people only due to syllabus. The description of people can be seen as follow:

Description of people.

People are different, and writing description of people is different. You are probably already aware of some of the complications because have often been asked “what’s so-and-like?” In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let’s examine each.

a. Identification



Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

b. Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual’s striking or distinctive traits.

c. Character Sketch

More complete description of people are usually called character sketch; they may also be referred to as profiles, literally portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of person, or at least his or her main personality traits. In the process, it may include identification and an impression, but will do more than tell what people *look* or *seem* like; it will show what they *are* like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jokes, cheerleaders, art students, religious fanatics, television devotees.⁴³

Below the example of writing descriptive text (person):

Vitun

Identification : Vitun is one of the most interesting people I have ever met.

Description : He is medium height, with short black hair. He is in his early thirties now. With his great sense of humor. He is always neat in wearing clothes. He always look very attractive something bright. He is always very energetic and well known as a

⁴³ Ana, Ari Utami. *A Thesis: Improving the Ability in Writing Descriptive Texts through Brainstorming Technique for Grade VIII Students at SMPN 1 Piyungan*. (Yogyakarta: Yogyakarta State University, 2014). p. 32-33.

type of romantic young man. He is hardworking, easy going, and has a lot of friends.⁴⁴

E. Previous Study

There were some studies about the use of wholesome scattering game. All of these studies have been successful. The researchers were applied this game effectively. That is why in this research, the researcher also wants to conduct the same game even it will have differences among them.

The first study did by Mira Sartika. She was the students of English Study Program Language and Arts Department Faculty of Teachers Training and Education Riau University. She did research entitled “The Effect of Wholesome – Scattering – Game on the Ability of the First Year Students of SMAN 12 Pekanbaru in Writing Descriptive Texts”.

This research is a pre-experimental research conducted by using a pre-test – treatment – post-test design which used one group pretest-posttest design. The objectives of this research is to find out whether wholesome scattering game is effective to improve the ability of the first year students of SMAN 12 Pekanbaru in the Academic Year 2016/2017 in writing descriptive text. The population of this research was 372 of the First Year Students of SMAN 12 Pekanbaru and cluster sampling method was used to select one class of students to become the sample. As a result, X MIPA 5 of SMAN 12

⁴⁴<http://britishcourse.com/20-best-example-descriptive-text.php>. Retrieved on November, 20 2019 at 9:46pm.

Pekanbaru which is total number of the students of class is 35 students were chosen as the sample.

The data of this research were collected by giving the writing test about descriptive text (pretest-posttest) to the students. Data were analyzed by using t-test formula. The results of data analysis showed the mean score of pretest was 52.57 and the mean score of posttest was 66.16. From the results of data analysis, it can be concluded that there is significant difference between pre-test and post-test because the t-test observed was higher than t-table. In other words, the alternative hypothesis of this research was accepted and null hypothesis was rejected. It also meant that, wholesome scattering game is a technique for teaching that gave a good effect on the ability of the first year students of SMA Negeri 12 Pekanbaru in writing descriptive texts.⁴⁵

This study is similiar to the research in this paper, but there are differences between them. It is about the aim of research. This study aimed to improve the students' writing ability through the use of wholesome scattering game, but the research on this paper aims to find the influence of wholesome scattering game towards the students' writing ability. Then, the differences about grade, it was on seniour high school but this research will be conducted in junior high school level. Even they have differences, but still it is about wholesome scattering game to writing.

⁴⁵*Op.Cit.*

The second study did by Pratiwi Mutiara Indah. She was the student of English Language Education Study Program Bachelor Degree. Sultan Agung Islamic University Semarang. She did a research entitled “The effectiveness of using wholesome scattering game to improve the student's ability in writing descriptive text (An Experimental Research on the Tenth Graders of SMKN 2 Demak in the Academic Year of 2015/2016)”.

The objective of this study was to find out the effectiveness of using wholesome scattering game to improve the student's ability in writing descriptive text on the tenth grade students. In this study, the writer used a quasi-experimental research design. The population of this study was the tenth graders of SMKN 2 Demak in the academic year of 2015/2016 which the total number of the students was 144. The sample of this study consisted of class X TKR 3 as an experimental class and class X TKR 1 as a control class. The technique used in collecting the data was test. There were three analyses used; multivariate normality one sample Kolmogorov Smirnov test, homogeneity test and independent sample *t*-test. The result of this study shows that the pre-test mean score of experimental class was 70.22 while the pre-test mean score of control class was 74.57.

After giving treatment for four meetings, the mean score of experimental class was 80.08 and control class was 71.51. The score of pretest and posttest in both classes were normal and homogenous. Independent samples *t*-test revealed that the pretest mean score of both classes was not significantly different ($t = -2.393$, Sig. (2tailed) = 0.280) while statistically

significant difference was found between the posttest mean score of two classes in favour of the experimental class ($t = 8.852$, Sig. (2 tailed) = 0.000). Therefore, this study concluded that H_1 was accepted and the use of wholesome scattering game was effective in teaching student's writing descriptive text.⁴⁶

There are differences between second study to this research. First, about the aim of research. It was aimed to make the wholesome scattering game effective in teaching writing, but this research aims to find whether there is an influence of wholesome scattering game towards students' writing ability, there is no need to improve just see the differences. Then, the difference about specific grade, it was on higher grade than this research. The last is about the sample of research, it was conducted on one class only, but this research will be in two classes.

The third study did by Amelia Putri Maharani. She was the student of English Study Program Education Faculty of Tarbiyah and Tadris State Institute for Islamic Studies (IAIN) Bengkulu. She did a research entitled "The Use of Wholesome Scattering Game to Improve Students' Ability in Writing Descriptive Text (Classroom Action Research at the Eighth Grade Student of SMPN 6 Bengkulu in the Academic Years of 2016/2017)".

This study aimed to find out the data how about the use of Wholesome Scattering game to Improve students' ability in writing descriptive text of eighth grade student of SMP N 6 Kota Bengkulu. It is related to the result of

⁴⁶Mutiara, Pratiwi Indah. *The effectiveness of using wholesome scattering game to improve the student's ability in writing descriptive text*. (Sultan Agung Islamic University Semarang, English Language Education Study Program Bachelor Degree: Unpublished, 2015).

baseline data from the teacher showed that the students still lack in writing descriptive text. In this study conducted a classroom action research as the methodology of this research. There were two cycles, each cycle conducted six meetings. The subject of this study were students of class VIII A of SMPN 6 Kota Bengkulu. To collect the data the researcher use written test and observation checklist. The score of Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) of English Lesson was 75. The student' mean score in the baseline data was 60.95.

Then, then the students' mean score in the cycle I test was 68.21 and in the cycle II test was 76.30. The achievement of the test showed that the treatment was successful because the result of cycle II was better. The result of the research shows that the students improve their ability in writing descriptive text using wholesome scattering game that covers parts, qualities, and characteristics of the objects. They are better in writing and arranging the words than in pre test. Finally, the advantages of using this game are that the students could arrange the words and develop their paragraph in describing objects easily and accurately.⁴⁷

There are differences between the third study with this research. It used CAR (classroom action research) while this research will use quasi experimental design. There was one class as the sample of research, while this research will use 2 classes. There were some cycles in conducting the study,

⁴⁷*Op.Cit.*

but this research will only teach 2 classes after that identify whether there is an influence of wholesome scattering game towards students' writing ability.

The fourth study did by Ni'matul Maula. She was the student of English Education Department Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga. She conducted a study entitled "Improving Students' Writing Skills through Wholesome Scattering Game of the Eighth Grade Students of SMP "Plus" Assyafa'Ah Karanggede in the Academic Year of 2018/2019".

The research is mainly aimed to improve students' writing skills through wholesome scattering game of the eighth grade students of SMP "Plus" Assyafa'ah Karanggede in the academic year of 2018/2019. The subject of this research was 20 students in VIII class. The objective of the study are: (1) To describe wholesome scattering game can improve students' writing skills of the eighth grade students of SMP "Plus" Assyafa'ah Karanggede in the academic year of 2018/2019. (2) To describe how wholesome scattering game significantly improve students' writing skills of the eighth grade students of SMP "Plus" Assyafa'ah Karanggede in the academic year of 2018/2019.

The methodology of research was classroom action research. It was conducted in 2 cycles which consists of planning, action, observation, and reflection in every cycle. The technique of collecting data was the observation to find out the teacher's and students' activity during implementation

wholesome scattering game in the classroom. The second was written a test to find out the students' writing skills in descriptive text. The last one was documentation to find out the data which correlated with the research. The writer found there were improvement in students' writing skills through wholesome scattering game, especially in descriptive text. The result of the research was successful. It was shown from the ttest of the first cycle and the second cycle which was higher than the t-table.

The t-table was 2.09 and the t-test was 5.99. The mean score of post-test was higher than the mean score of pre-test, (63.3 and 50.6). Besides that, the mean score of post-test in the second cycle was higher than the mean score of pre-test (78 and 66.15). While the score of t-test was 7.09. The improvement of students' writing skills was significant. It can be seen from the number of the students who passed the passing grade in two cycles. The passing grade was 75. The students who passed the passing grade of pre-test in the first cycle was 5% and the post-test was 25%. While the pretest in the second cycle was 45% and post-test was 75%. The data showed that the result of the t-test in the first cycle and the second cycle was higher than t-table. It means that the implementation of wholesome scattering game is successful to improve students' writing skills in descriptive text.⁴⁸

⁴⁸Maula, Ni'matul. *Improving Students' Writing Skills through Wholesome Scattering Game of the Eighth Grade Students of SMP "Plus" Assyafa'Ah Karanggede in the Academic Year of 2018/2019*. (Salatiga, English Education Department Teacher Training and Education Faculty State Institute for Islamic Studies: Unpublished, 2018).

There is differences between the fourth study with this research. It aimed to make the use of Wholesome Scattering Game effective and gain value in teaching, but this research will only see whether there is an influence between x variable to Y variable. It was conducted at higher grade than this research, which means the process of teaching and learning must be different.

The fifth study did by Agustina. She was the student of English Education Study Program the State Islamic University of North Sumatera. She conducted a research entitled “Improving Students’ Ability In Writing Descriptive Text Through Wholesome Scattering Game At The Tenth Grade Students Of Man Binjai In The Academic Year 2018/2019”.

This research was conducted to find out the implementation of Wholesome Scattering Game in improving the students’ ability in writing Descriptive text. The sample of this research was the tenth grade students of MAN Binjai, which consisted of 34 students. This research was applied by Classroom Action Research. The qualitative data were taken from observation sheet, questionnaire sheet, and diary notes. The quantitative data was taken from tests, which were carried out in the end of every cycle. The test was given to the students in form of pre-test, post test 1 in the first cycle and the post test 2 in the second cycle.

The result of the data analysis showed that the score of students increased from the first post-test I to post-test II. It was showed from the mean of orientation test was 56,91 there was 26,48% (9 students) who got point 75

or more. In the post test of cycle I, the mean was 73,08, it was higher than orientation test. There was 52,95% (18 students) who got point 75 or more. The percentage of the students' score in the orientation test to post-test I was improvement 26,47%. In the post test II, the mean was 80, and the percentage of students who got point 75 or more was 70,58% (24 students). The percentage of the students' score in the post-test I to post-test II was improvement 44,11%.⁴⁹

The differences between the fifth study to this research is about the aim. It was aimed to know the improvement of wholesome scattering game, while this research aims to know the influence. It was applied in one classes with CAR method, while this research will be in 2 classes with experimental design. It was also on higher grade than this study and have some cycles during the research.

There are many more studies about the use of wholesome scattering game. The researcher presents 5 of them. It can be used as reference to conduct further research and to clarify each theory stated by experts. The procedure of game might be the same because the variable of research are the same. It just has differences on aim, grade, or method. This research was hoped can be succeed as previous studies. Referring to previous studies, therefore the researcher conducted a research entitled "The Influence of Using Wholesome Scattering Game toward Students Ability in Writing Descriptive Text at the

⁴⁹ Agustina. *Improving Students' Ability In Writing Descriptive Text Through Wholesome Scattering Game At The Tenth Grade Students Of MAN Binjai In The Academic Year 2018/2019*. (North Sumatera, English Education Study Program the State Islamic University: Unpublished, 2018).

Eighth Grade of SMP Tamansiswa Teluk Betung Bandarlampung in Academic Year of 2019/2020”.

F. Conceptual Framework

Writing is the material work of inventing ideas, thinking about how to express them and organizing them into statements and paragraph. Writing is the important aspect of the language. It helps the students to express their feeling in their mind. In teaching there are many strategy and technique that can be used. Teaching writing can be meaningful and enjoyable if the teacher can use new technique to make the students interest.

Writing ability is very important for students because writing is one of four skills that should be mastered by students. It is not easy to master English specially in writing. In writing, the students should master indicators of writing such as able to use grammar, vocabulary, punctuation, correct generic structure and language features. The students must practice for many times and teacher must create and use the interest technique in teaching process.

But in fact, the students usually find difficult and bored in learning English especially writing, so teacher must has a technique to make them interest. The teachers can use kind of game in teaching English especially writing descriptive text because it can make students practice describe everything around them and also their hopes, it can increase students' writing

ability. There are so many games in teaching, one of them is wholesome scattering game.

Wholesome scattering game is one technique which can be taught to the students. The first of implementing of this technique is the students write words that dictated by teacher, those words are related to the descriptive text, because in this research the researcher taught the students' writing descriptive text. Then, the students were asked to write arrangement based on the words list on board. They wrote their arrangement in pairs. After that, the teacher asked students to read and show how many sentences they have written within the time given.

Wholesome scattering game can be used in teaching writing descriptive text because this game provides keyword that make students having a clue of what they would write. These keywords are given and prepared by the teacher before teaching and learning process. If the students are having clue what they should write, then it makes them easier to arrange sentence. In writing descriptive text, the organization must be organized well, by following the clue given, the students will organized their arrangement well, because they know what should written first, then and later.

In teaching-learning writing, there are some texts which often uses to measure students' writing ability, one of them is descriptive text. Descriptive text is a text that describe particular person, place or thing. The description is about shape, colour, and all how it looks alike. Teacher can measure the students' writing ability by asking them to make a writing composition.

Descriptive text is appropriate for junior high school level, because the explanation of this text is very simple and understandable. This text is also suitable to the procedure of teaching writing by using wholesome scattering game, where the students will be given keywords, then they follow those keywords and write them in a good composition.

The researcher schematized about the influence of wholesome scattering game toward students ability in writing descriptive text as follows:

Wholesome Scattering Game (X)	Students' Writing Ability(Y)
<p>Characteristics:</p> <ol style="list-style-type: none"> 1. Creates good imagination. 2. Makes clear the goal writing 3. Getting fun, build motivation and enjoyable. 4. Adds vocabulary knowledge 5. Makes students' brave enough to create good arrangement 	<p>Indicators:</p> <ol style="list-style-type: none"> 1. Content 2. Organization 3. Vocabulary 4. Language Use 5. Mechanics

G. The Hypothesis

Based on the theories and assumption above the researcher proposed the hypothesis as follows:

Ha : there is an influence of using wholesome scattering game toward students ability in writing descriptive text at the eighth grade of SMP Tamansiswa Teluk Betung Bandarlampung in 2019/2020.

H_0 : there is no influence of using wholesome scattering game toward students ability in writing descriptive text at the eighth grade of SMP Tamansiswa Teluk Betung Bandarlampung in 2019/2020.



- a. Students should practice their English in their daily, especially to practice their writing by writing as much as possible without assessment. Therefore, they will be fluent in writing. If they are fluent enough, in classroom they will be easy to write writing composition.
- b. Students have to pay attention to the teacher's explanation, so that the material given by the teacher will be clear.
- c. Students should consider their writing ability, because there are some indicators of writing. By overcoming the indicators of writing, automatically their writing will be good.

3. For the School

- a. School is suggested to held English competition regularly, it can be used to measure students' ability in English.
- b. School is suggested to provide more English books in library, so that students have something to read to enrich their knowledge.

4. For Further Research

- a. This research can be used as reference in order to apply one of effective game in teaching-learning writing.
- b. Wholesome scattering game can be used not only in teaching and learning writing, but also in another aspects of English as long as there is theory about it. The further research can find another theory, so that wholesome scattering game can be applied to others skills such as reading, listening, speaking, etc.

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